DOCUMENT RESUME

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ABSTRACT

After asking what the best strategies are to teach a child to read, this booklet recommends, as a first step, finding out why the student is experiencing difficulty, and as the next step, elaborating a program for correcting the reading problem. The pamphlet discusses phonological awareness (the knowledge of letter-sounds), and then suggests several before-reading activities, several during reading activities, and some after reading comprehension activities. Lists 21 resources, 3 Web site addresses, and 5 personal interviews. (NKA)

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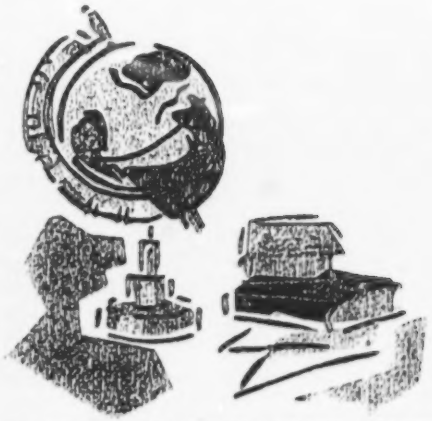
Suggested Classroom Practices to Help Students who are Reading Below Grade Level



The whole world opened to me when I learned to READ!
M.M. Bethume

Prepared by: Tomika Pruitt

February 2003

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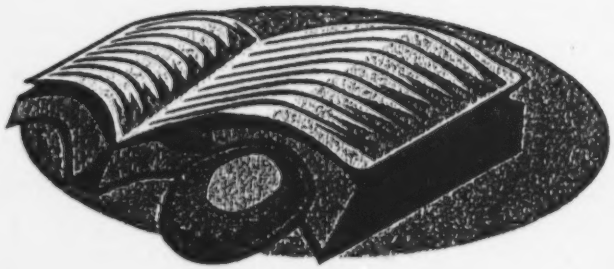
In today's society, many of our school aged students struggle with the task of reading. As educators and parents, it is our responsibility to foster a love of reading in our children. However, the questions remain - what are the best strategies, and how do we teach a child to read? These questions are very real and have to be answered so that our world is not engulfed with citizens who can not read. Therefore, how do we assist our struggling readers to become better readers?
The first step is to find out what is the problem. This process can be achieved by administering a diagnostic test.

Diagnosis



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If a student is experiencing difficulties in reading diagnostic assessment is needed. Test which are useful in the diagnosis of reading weaknesses are listed below.

- Basic Literacy Test (BLT)
- Directed Reading Assessment (DRA)
- Rigby Benchmark and Running Records

After a thorough assessment, a program for correcting the reading problem is developed.

What is the student's area of weakness?:

Does the student need help with:

1. phonics - letter sounds and/or recognition
2. sentence structure- reading from left to right
3. sight words recognition- knows all 220 words
4. comprehension- understand what is read

What is your student's area of weakness?

Teach each student on his or her instructional level.

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Phonological Awareness: is the knowledge of letter sounds

Use flash cards (in random order) to introduce a letter and its sound.

***hold up the letter /a/ on a flash card**
***say the letter and its sound**
***have students to repeat the letter and its sound**
***draw a picture of an object with the /a/ sound**

The teacher will say:

1. this is the letter /a/
it makes the /a/ sound
like in the word apple

2. draw or show the students a picture of an apple

Repeat this activity introducing or reviewing other letters.

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Phonics Instruction- is the relationship between letters and their sounds

*Review the sounds that letters make and words or pictures with each sound

*Discuss blending letters and sounds together to make words

-The teacher will review the sounds of the letters c,a,t

-The teacher will model blending sounds together to make the word cat: /c/ /a/ /t/

-While modeling, the teacher will move his/her hand across the letters from left to right to reinforce the way that words are read

Print Rich Environment

In the classroom, students should be exposed to a variety of text on different readability levels.

Some print that can be found in a classroom are:

*books
*magazines
*posters
*stories on tape
*poems
*big books
*students work

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Before Reading Activities

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Introduce a short book of interest to students.

1. Give a thorough book introduction:
*discuss the author, title, setting, main theme, and key vocabulary words
*picture walk - discuss the pictures that will be important to the main theme of the story
*KWL chart about the main theme:
http://www.squires.fayette.k12.ky.us/library/research/kwl.htm
what they Know
what they Want to know
what they Learned

2. Set purpose for reading:
*tell students why they are reading for example
*entertainment
*pleasure
*information

3. Review strategies for when students get stuck on a word:
*skip it
*try to sound it out
*use picture clues
*read on to the end of the sentence

During Reading

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Activities to do while students are reading:

1. Monitor students:

*allow students to read the book all the way through the first time

2. Reread story:

*allow students to reread the story

*stop the students to ask questions throughout the book: i.e. who, what, when, where, and how

* stop students to make connections about text: i.e. have you ever seen, is the information similar to something in the neighborhood or another book

3. Give students cues when they get stuck on a word, ask them:

*does the word used sound right

*does the word used make sense

*does the word used look right

*have students to chunk the word (find smaller similar words or patterns)

i.e. scream /scr/ -/eam/

4. Discuss vocabulary words

*point out unfamiliar words used in the context of the story

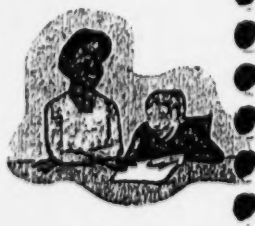
*have students to read the sentence slowly and predict the meaning of the words using the words around it

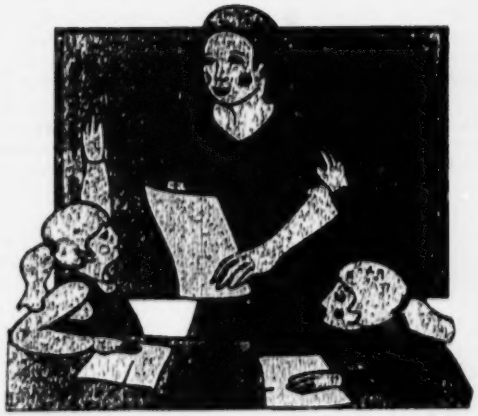
i.e the vocabulary word is frightened

-The dog's barking frightened the boy so badly that he ran home crying.

-frightened must be something bad because the boy ran home crying

*Remember fluency comes with practice





After Reading

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Some comprehension Activities for after reading

1. ABC summary:
***the students will use each letter of the alphabet to discuss something in the story that begins with each letter**

2. Alphabet soup:
***the students will pull a letter of the alphabet and write a sentence about the topic which begins with their chosen letter**

3. Drawing:
***the students can illustrate their favorite part of the story and write about their picture**

4. Questioning:
***the students can answer questions about their reading**
-who, what, when, where, how, why, and what if

*Writing reinforces reading and Reading reinforces writing

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---Understand the No Child Left Behind Act of 2001: A Quick Key to Reading Improving Student's Reading in Grades k-3 through NCLB [Online] Available http://goal.ncrel.org/litweb//nclb/k-3.htm, January 17, 2003

___What are some "Best Practices Strategies" [Online]. Available http://www,sarasota.k12.fl.us/sarasota/statistics, January 16, 2003.

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Reading First: www.ed.gov/offices http://www.ed.gov/offices OESE/reading first/

Early Reading First: www.ed.gov/offies/OESE/earlyreading/index.html http://www.ed.gov/offies/OESE/earlyreading/index.html>

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